

THE EFFECTIVENESS OF USING JIGSAW AND SQ3R TECHNIQUE IN INSTRUCTION TOWARD THE STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT AT THE EIGHT GRADE OF JUNIOR HIGH SCHOOL STATE 8 METRO ACADEMIC YEAR 2011/2012

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Abstract : This undergraduate thesis analyzes about students' reading comprehension of narrative text. There are many kinds of techniques that can be used in instruction of reading such as jigsaw and SQ3R. The problem formulation in this research are: (1) Is there any significant difference students' reading comprehension between using jigsaw and SQ3R. (2) Which one is more effective between using jigsaw and SQ3R technique in reading comprehension. The objectives of this research are (1) To know the difference students' reading comprehension between using jigsaw and SQ3R. (2) To know which one is more effective tehcnique between using jigsaw and SQ3R toward reading comprehension.

Research design of this research is experimental group. The kind of design is control group pre-test and post-test design. The research is conducted at the eight grade of SMP N 8 Metro academic year 2011/ 2012. The researcher takes 48 students from total population as the sample, 24 students as experiment class and 24 students as control class that matching based on students' initial capability. There are two instruments in this research, the first one is Pre-Test and the second is Post-test.

The researcher uses t_{test} formula. The researcher get the result of t_{test} is 3,17 and t_{table} is 2,70 (on criterion 1) and 2,02 (on criterion 2). It means that $t_{hit} > t_{table}$. So, there is any difference reading comprehension of narrative text using Jigsaw and SQ3R. Jigsaw technique is more effective technique than SQ3R technique toward reading comprehension of narrative text at Eight grade of Junior High School State 8 Metro academic year 2011/ 2012. The researcher expects English teacher use Jigsaw technique in reading instruction.

Key words : Jigsaw Technique, Reading Comprehension, SQ3R Technique

There are four basic skills in English. They are listening, speaking, reading and writing. Reading is a good thing in the study area because it is a great factor in individual development and the one of the most important activity in the school. One of the goals of instruction reading is that the students can read, grasp the idea and understand the English book well. It is needed in every level of study field. Particularly, when the students have to read English materials book in their English subject they should ubdestand the meaning of the book. Most of the problems come when the students do the reading exam test. And they get bad score in the test. Even though, reading skill as

one of the language skills must be mastered by the students well.

Brown (2001:298) Reading as a component of general second language proficiency, but ultimately reading must be considered only in the perspective of the whole picture of interactive of language instruction. Instruction a reading technique makes sure students to know their purpose in reading. By motivating, the student positively can be more motivated and interested in learning English. Because the students must comprehend the English text, they should find the main idea of the text. Beside it, students must answer the question and know about the meaning of the English

text. But in this case, there are many students get difficulties in finding the main idea of the text and they get difficulties to deduce the meaning. Brown (2001:208) says that the readers bring information, knowledge, emotion experience and culture that is *schemata* (plural) to the printed work.

That is the way since early students have been taught English as their basic language. It will be not be easier for them because they have to read the words in different pronunciation from different writing. In this case, teachers have responsibility in motivating their students to learn English. The low motivation of learning communication has caused the failure to review the desire standard. They should be a good motivator for the students who learn English as a foreign language. By giving them understanding that English is very important, it is hoped that students can be more motivated to learn reading well.

Basically, reading is a complex cognitive process of decoding symbols for the intention of constructing or deriving meaning (reading comprehension). On the other hand it is mastery of basic cognitive processes automatically for the analysis of meaning. In Brown (2001:299) Mark Clarke and Sandra Silberstein says that the readers understand what they read because they are able to take stimulus beyond its graphic representation and assign it membership to an appropriate group of concepts already stored in their memorise, skill in reading depends on the efficient interaction linguistic knowledge and knowledge of the world.

Based on pre-survey the researcher takes the data of the students' reading score of the eight grade of SMP N 8 Metro on November 2011 from the teacher as follows: From the data, the researcher analyze the scores of the students' reading achievement. From analyzing of twenty eight students in daily test, 5 students get

the score 75-100, 6 students get 65-75, and 17 get <60. So, the result of the students' English test is there are many students get under of the Minimum Passing Grade, because they only have limited vocabulary in low score. It is also caused by instruction reading which is not enjoyable. In this case, the teacher should be creative in making the material, good technique, good media, and managing time well in instruction process. So, it is necessary for English teacher to use effective technique in instruction reading. It will make the students are interested to follow the English reading lesson and active in instructional process.

There are many things that give contribution toward the result of learning, such as the media, style, strategy and technique of instruction. Teacher can apply the right techniques as an instruction, it will make the students are interested in studying process. There are many kinds of techniques that can be used in instruction of reading such as Jigsaw, SQ3R, SQ4R, Technique and etc. Basically, by using the right techniques can give the good contribution in the learning result. Because of it, the researcher will try to use Jigsaw and Survey-Question-Read-Recite-Review (SQ3R) technique in learning reading comprehension. The jigsaw classroom is a cooperative learning technique with a three-decade track record of successfully reducing racial conflict and increasing positive educational outcomes. Then each student is essential; and that is precisely what makes this strategy so effective (Spencer Kagan, 1991:18:3).

The strengthness of Jigsaw technique are: Excess type of jigsaw cooperative learning technique provide greater opportunities to the teachers and students in giving and receiving course materials which are delivered. The teachers can give the whole creativity of instruction ability. Then the students can be more

communicative in conveying the difficulties encountered in studying the material. It will be more motivated for the students in order to support and show their motivation in learning process by using teammates.

Survey-Question-Read-Recite-Review

(SQ3R) technique helps making reading and studying purposeful and effective, so that the time is most efficiently. This technique was designed to help students become more active in their reading activity and retain information more easily. If you can discipline yourself to use this tool, you will feel better in managing the class, material, and exams.

The strengthness of Survey-Question-Read-Recite-Review (SQ3R) technique are: Students are directed to citizen and think reading materials, so the students will become more active and be trained to be able in making inquiries. Students try to think of the answers of the questions he made, so that in it explores the contents of students in reading text. Students can work together in groups to exchange ideas in understanding the concept of the material presentation in the description text.

From the strength of each technique, it means that Jigsaw and Survey-Question-Read-Recite-Review (SQ3R) Technique can be used to students reading comprehension. Considering the explanation above, the researcher likes to focus the research in *"THE EFFECTIVENESS OF USING JIGSAW AND SQ3R TECHNIQUE IN INSTRUCTION TOWARD THE STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT AT THE EIGHT GRADE OF SMP N 8 METRO ACADEMIC YEAR 2011/2012"*.

Reading is an important aspect in language learning. By reading, we can get information and ideas from the text that we read. Brown (2001:298) Reading as a

component of general second language proficiency, but ultimately reading must be considered only in the perspective of the whole picture of interactive of language instruction.

Reading is a complex cognitive process of decoding symbols for the intention of constructing or deriving meaning (reading comprehension). It is the mastery of basic cognitive processes to the point where they are automatic so that attention is freed for the analysis of meaning (Wikipedia, 2008:91).

Cooper (1986:11) stated that Comprehension is a process in which the reader may construct meaning by interacting with the text. In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages.

Readers use a variety of reading strategies to assist with decoding (to translate symbols into sounds or visual representations of speech) and comprehension. Readers may use morpheme, semantics, and syntax context clues to identify the meaning of unknown words. Readers integrate the words they have read into their existing framework of knowledge or schema (schemata theory). Some strategies are related to bottom up procedure, and others enhance the top down processes in instruction. Brown (2001:306) for most second language learners who are already literate in a previous language, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. There are ten strategies, which can be applied in the classroom technique in reading instruction.

1. Identify the purpose in reading
2. Use graphemic rules and patterns to aid in bottom-up decoding.

3. Use efficient silent reading techniques for relatively rapid comprehension
4. Skim the text for main ideas
5. Scan the text for spesific information
The second is most valueble category is scanning, or quickly searching for some particular piece or pieces of information in a text. Scanning excercise may ask students to look for names or dates, to fing of a definition of a key concept, or to list a certain number of supporting details.
6. Use semantic mapping or clusterining
7. Guees when you aren't certain
8. Analyze vocabulary
9. Distinguish between literal and implied meaning
This requires the aplication of sophisticated top-down processing skills. The fact that not all language can be interpreted appropriately by attending to its literal, syntactic surface sructure makes special demands on readers.
10. Capitaliez on discourse markers to process relationships

Alice and Houge (2007: 23) stated that narration is story writing. When you write a narrative paragraph you write in the events in the order that they happen. In the words, you use time order to organize your sentences. As you read the model of paragraph, look for words and phrases that tell when something happened. in the model narrative paragraph , the writer use time order to tell what happened first, what happened next, what happened after that , and so on. Notice the kinds of words and phrase used to show the time order. These are called time order signals because they signal the order in which even happen.

Narrative is a text the purpose of which is to entertain, create, stimulate emotion, motivate, and teach reader. Narrative is text which have kinds story (folktale, fable, legend, short story, etc). The Narrative text has general structure

pattern, i.e.: (1) orientation, (2) complication, (3) resolution, (4) coda/ending. The structure pattern of narrative text can be explained run away story from narrative text, beginning from orientation until the story the end or how ending from the story.

In this research the researcher focuses on the jigsaw technique in instruction reading comprehension. Brown (2001: 179) states that "Jigsaw technique is a special form of information gap in which each member of a group is given some specific information and the goal is to pool all information to achieve some objective, such as reading comprehension. According to Ardiansyah (2011:8) Jigsaw technique was developed by Elliot Arason and his friends from the University of Texas and later adopted by Slavin and his associates. This technique can be used in teaching reading, writing, listening or speaking. This technique combines reading, writing, listening and speaking. This approach can also be used in some subjects, such as the Natural Sciences, Social Sciences, Matematic, Religion and Language

In education, Jigsaw is an instruction technique invented by social psychologist Aronson in (1997: 115). Students of an average sized class (26 to 33 students) are divided into competency groups of four to six students, each of which is given a list of subtopics to research. Individual members of each group then break off to work with the "experts" from other groups, researching a part of the material being studied, after which they return to their starting group in the role of instructor for their subcategory.

Spencer Kagan (1991: 18:3) Elliot Aronson first developed a jigsaw approach to the classroom. Each student on the team specialized in aspect of the learning units, met with students from other teams with the corresponding aspect, and after mastering the material returned to the team to teach his/her teammates.

There are ten steps considered important in the implementation of the jigsaw technique:

1. Students are divided into 5- or 6-person jigsaw groups. The groups should be diverse in terms of gender, ethnicity, race, and ability.
2. One student should be appointed as the group leader. Initially, this person should be the most mature student in the group.
3. Each group gets different paragraph. All of the paragraphs have the same team.
4. Each group should discuss the answers to questions that were under paragraph that they got.
5. Each student in the group should be able to answer their own questions.
6. After finishing answering the questions with their group students come back to their jigsaw group.
7. Students present their paragraph to the group. Other members are encouraged to ask question for clarification.
8. The teacher needs to float from group to group in order to observe the process. Intervene if any group is having trouble such as a member being dominating or disruptive. There will come a point that the group leader should handle this task.
9. After the students discuss in groups of expert and home group, then performed a presentation of each group so that teacher can make the perception of the learning materials that have been discussed.
10. Teacher gives quiz for individual students.

Robinson (1970:27) Survey-Question-Read-Recite-Review (SQ3R) is a technique for active elaboration of material that you read, say in a textbook. It consists of 5 steps. SQ3R stands alone of Survey, Question, Read, Recite, and Review. Pressley (2006:105) SQ3R helps to make reading, especially reading

comprehension and studying purposeful and effective, so that time most efficiently. The technique was created for college students. However, it can also be used by elementary school students, who can practice all of the steps once they have begun to read longer and more complex texts (around fourth grade).

There are some of the benefits that can be gleaned from the use of technique of reading (Suyatmi, 1997: 210-211). The phase Survey of the literature gives the possibility of confronting the reader to determine whether the material that faces it in accordance with needing or not. That means if the reading was indeed needed, certainly the reader will continue reading activities. If not, the reader will look for other materials as needed. And than, SQ3R

technique provide an opportunity for readers to apply flexible. It means setting reading speed for each part of the material not have the same reading. Readers will slow its reading tempo when met with things that are relatively new to him, that want to contemplation to understand, and parts of the read that contain the necessary information.

1. Survey

“Survey or pre-reading is a technique to get to know the material before read in full” (Suyoto, 2008: 25). More Opinion complete forward by (Soedarso, 2002: 60), “pre-reading is a technique for know the material before reading it in full, carried out to know organizations and the general overview that will be read”. Based on a second opinion these figures are clear that the survey conducted to determine the extent to which readings will be meaningful for him. Let's say your assignment is to read one chapter. First, get an idea of what the chapter is about by reviewing the highlights: Read the title, headings and subheadings, notice words that are italicized or bold, look at charts, graphs, pictures, maps and other visual

material, read captions. Read the very beginning and end of the chapter.

2. Question

According to Beatty (2002: 2) prior to reading activities carried out, starting by compiling some questions that may encourage students to thinking about topics for inclusion. This activity as activity warm-up before reading, this is because the questions predictions are based on readers at the time of the survey will guide the reader during the actual reading activity. As you survey the text, ask a question for each section. Ask what, why, how, when, who and where questions as they relate to the content.

3. Read

Brown (2001:299) the reader brings information, knowledge, emotion experience and culture. Read one section at a time looking for the answer to the question proposed by the heading. This is active reading and requires concentration so find yourself a place and time where you can concentrate. At this stage of reading, concentrating themselves to get an idea just as well to know the details is important.

4. Recite

Recite is a retelling of a story that has content read after the reader feel confident that a number of questions formulated prior to reading activities carried out have been fulfilled. An activity recounting the contents of this reading is also called retell that serves to remember the things that have been obtained. Although reading material easy to understand, make sure the stage recite or reiterated reading the contents this should not be missed for the important things that have been obtained not easily forgotten.

5. Review

Review is an activity to repeat back the title / subtitle / section order get the important things that should be remembered (Soedarso, 2002: 64). After repeating steps 2-4 for each section you

have a list of key phrases that provides a sort of outline for the chapter. After completing the chapter, review your notes. Identify the main points by looking for the most important idea in each section.

METHODOLOGY

This research is Quantitative research. Research design that will be used this research is true experimental design. The kind of design is "Pre-test – Post-test Control Group Design". The type of data in this research is interval data. This experimental technique deals with two classes: one is an experimental class and another is a control class. So, the researcher used two classes, namely experimental class and control class. The researcher would learn of reading comprehension to the Experimental class by Jigsaw, while Control Class by Survey-Question-Read-Recite-Review (SQ3R). The purpose of this research is to find out whether there is any significant difference on students reading comprehension of narrative text achievement using Jigsaw and Survey-Question-Read-Recite-Review (SQ3R) technique.

The population, the sample and the sampling technique in this research will be explained as follow :

Before the sample was collected the researcher had to determine the population first. Population is the total number of subject of the research. Gay (1990: 102) says that a population is the group of interest to the researcher. The population of this research is the whole students of the second semester of SMP N 8 Metro Academic Year 2011/2012. And there are five classes at the second semester of eight grade in SMP N 8 Metro there are VIIIA, VIIIB, VIIC, VIID, and VIIE. And each class consists of 28 students, so the total of students at the eight grade is 140 students. But the researcher has determined to choose 2 classes with randomly. There are 28 students in class

VIIIA and 28 students in class VIIIE. In other some of research subject is 56 students.

In this research, Technique sampling used is Cluster Random Sampling. Sample is a very important step in conducting a research study. Gay (1990: 103) says that a good sample is one that is representative of the population from which it was selected. The Researcher will take two classes from five classes in the second semester of SMP N 8 Metro in Academic Year 2011/2012 as the sample. The Researcher takes randomly of the class observation.

The first step, the Researcher chose two classes from five classes' randomly using a small paper that written name of class. Last, the chosen class is VIIIA and VIIIE. Then, the chosen classes divided into experiment (VIIIA) and control class (VIIIE) randomly. After got the experiment and control class. Researcher divided it into three categories based on their intelligence. They are high, average and low intelligence. "If the student gets 0 – 5.5 is low category, 5.6 – 7.9 is average category and 8 – 10 is high category" (Arikunto, 2006: 249). To classification it, the categories are based on the score of English final examination result in the first semester. After got the classification data, researcher did matching the data to take sampling. There is 6 high, 12 average, and 6 low intelligence for control and experiment class. In this research, researcher can conclude that the sampling of this research is 24 students. So, the sampling is 6 for high initial capability, 12 for average initial capability, and 6 for low initial capability. the final sampling of this research is 24 students of 28 students.

Validity and Reliability

The validity and the reliability that used in this research will be explained as follow :

Validity is concerned with what a test measures and for whom it is appropriate. Validity is the degree to which tests measure what is supposed to measure (gay, 1990:128). The validity is the most important quality of any test. Since test are designed for a variety of purpose, and since validity can evaluated only in terms of purpose according to Gay (1990:129) "that there are several different types of validity : contents, construct, concurrent, and predictive".

In this research, the researcher uses the validity of the content. Gay (1990:129) says that is the degree to which a test measures an intended content area. Content validity is the extent to which a test measures that present sample of the subject matter content. The focus of the content validity is on adequacy of the sample and not simply on the appearance of the test. It means, the items of the test should represent the material being discussed.

There are three steps to assessing the content validity of a measure:

1. Describe the content domain of the instrument, in detail. For achievement tests these are usually the instructional objectives.
2. Determine what area within the content domain is measured by each item.
3. Compare the structure of the measure to that of the content domain and evaluate whether items adequately represents the domain.

The material is about finding detailed specific information, finding the main idea of text, generic structure, and deduce of the meaning. To know whether the test is valid from the content, the reseacher compared the test with the operational definition of variable and the blueprint of instrument. If the content of the test represent both of the two case, it could be concluded that the test valid based on the content. Reliability is measure of accuracy, consistency, dependability, or

fairness of scores resulting from administration of particular examination. According to Sukardi (2008:47) there are three techniques to test the reliability: 1) test-retest techniques, 2) equivalent techniques, 3) techniques split-half. To ensure the reliability of the scores and to avoid the subjectivity of the writer, the research used split-half method. That is odd and even technique. Odd and even technique is dividing the items into two parts. According to Sukardi (2008:47) Split-half Reliability is a measure of reliability include internal consistency. The definition of internal consistency reliability is one type that is based on the regularity in each test item evaluation. Reliability halved this implementation is only one time. How to perform the reliability of the two sides can basically be done in the following order:

1. Do the test items that have been made to the target subject.
2. To test that there be two on the basis of two items, the most commonly by sharing items with odd numbers with even numbers on the item with the group.
3. Calculate the score of subjects in both groups receiving the item even and odd items.
4. Correlate the score is, using the correlation formula that is relevant to the measurement technique Sukardi (2008: 47). To have the reliability of the test, this research will be used correlation Product Moment.

The formula is:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Note:

- r_{xy} : Correlation between x and y
 $\sum xy$: Total x time y
 x^2 : square of x
 y^2 : square of y

The coefficient of reliability for all items, correlation included to Spearman Brown formula

$$r_{11} = \frac{2r_{1/2/2}}{1+r_{1/2/2}}$$

notes:

$r_{1/2/2} = r_{xy}$ coefficient reliability between odd items and even items

r_{11} = coefficient reliability for all items

The criteria are:

- | | |
|-------------|-------------|
| 0,80 – 1,00 | : very high |
| 0,60 – 0,79 | : high |
| 0,40 – 0,59 | : medium |
| 0,20 – 0,39 | : low |
| 0,00 – 0,19 | : very low |

(Sugiyono (2006:257))

Normality Test

The purpose of normality test is to know distribution of data following distribution normal or no. Some statistics technique especially parametric statistic said that the data must follow the normal distribution.

H0 : L_{ratio} is lower than L_{table} (the distribution of the data is normal)

H1 : L_{ratio} is higher than L_{table} (the distribution of the data is not normal)

Homogeneity Test

Homogeneity test is a measurement used to determine kind of data (Basrowi: 2007). This kind of test is intended to test whether the variance of the data in the Experiment class and in Control class is equal or not.

$$F = \frac{S1}{S2}$$

Note:

S2 : The Highest Variance

S1 : The Smaller Variance

The criteria are:

H0 : F_{ratio} is lower than F_{table} (the distribution of the data is homogenous)

H1 : F_{ratio} is higher than F_{table} (the distribution of the data is not homogenous)

Hypothesis test

This test was used to know whether the hypothesis proposed by the researcher

were accepted. The formula used in this test is t- test. The formula is:

$$t_{\text{test}} = \frac{X_1 - X_2}{S \sqrt{\frac{1}{N_1} + \frac{1}{N_2}}}$$

Note :

X1 : Mean score of the experimental class

X2 : Mean score of the control class

S : Variant

N1 : Number students in experimental class

N2 : Number of students in control class

In which:

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Note:

n₁ = number of students in experimental class

n₂ = number of students in control class

S₁² = variant of experimental class

S₂² = variant of control class

S² = variant

The criteria are:

H₀ = H₀ is accepted if T_ ratio is equal or higher than t_ table. (The hypothesis proposed is proved)

H_a = H_a is accepted if t_ ratio is smaller than t_ table. (The hypothesis proposed is not proved).

(Usman, 1995: 142)

FINDING

In this research, in experiment and control class are treated for four meetings. For the experiment class was taught jigsaw and control class was taught SQ3R. The data which was described in this research were the data of the effectiveness of jigsaw and SQ3R between experiment class and control class. Based on the result of the research, the researcher finds that the result of reading comprehension in experiment class is good enough than control class. It can be seen there were

many students in control class get bad score in reading comprehension.

From the previous calculation, the hypothesis can be accepted because t_{test} is 3,17 and t_{table} is 2,70 on the criterion 1 and also t_{table} is 2,02 on the criterion 2. It is shown that the hypothesis of H_a is accepted and H₀ is rejected. It means that there is any significant effect of using jigsaw and SQ3R toward reading comprehension of narrative text and it also concludes that the students' reading compression of narrative text that is taught by jigsaw technique is more effective than reading comprehension of narrative text is taught by SQ3R technique at eight grade of SMP N 8 Metro academic year 2011/2012.

In experiement class, the students' reading comprehension is still low. After giving the treatment by using jigsaw. For the first meeting, the students are very difficult and confuse to follow the rule of jigsaw technique. The second meeting, the students are easy and suitable with the technique allthought the condition is crowded but they can enjoy it. The third meeting, the students are active in learning process especially in arranging the paragraph. And the fourth meeting, the students can answer the questions and can retell the text using their own world. When the process of learning from the second until fourth meeting, the students are fun. It is also suported by Ardiansyah (2011:8) Jigsaw technique can be used in Instruction reading, writing, listening or speaking. And also suported by Anonymous (in his undergraduate thesis) says that Jigsaw can upgrade students' interest in learning which impact on upgrade students' reading skill.

In control class, after conducting the research, researcher finds that the students' reading comprehension is still low. After giving the treatment by using SQ3R, for the first the students are difficult to following learning process.

This condition is raised because the students' reading comprehension is confused and still low or many incorrect answers in answering the questions. The second meeting, the students are enjoying and fun the lesson and they became active to follow the rule of SQ3R technique. The third meeting, the students are still active but they still confused to read the text. And the fourth meeting, the students can answer correctly the questions and can retell well the text but there are students still confused. It caused the language is English. This was suitable from argument of (Santosa, 1997: 119). He said that if the technique will have more effect if it used in mother tongue of students (here is Indonesia).

CONCLUSION

After the researcher finishes the research and analyzes the data that she gets from the research, and then she draws the conclusion. Based on the result of the analysis and computation of the data, the researcher finds as follows:

5.1.1 There is difference students' reading comprehension of narrative text between using jigsaw and SQ3R technique in instruction at the eight grade of SMP N 8 Metro Academic Year 2011/2012. It is proved based on the result of t_{test} , where t_{hit} is 3,17 higher than t_{table} is 2,70 on the criterion 1 or it means that the hypothesis H_a in this research is accepted.

Jigsaw technique is more effective technique than SQ3R technique in instruction toward students' reading comprehension of narrative text at the eight grade of SMP N 8 Metro Academic Year 2011/2012.

Based on the statistic, the result of t_{test} , where t_{test} is 3,17 higher than t_{table} is 2,02 on criterion 2, and also from result of average score of the students who taught by using jigsaw is 53,5 in pre-test and

70,3 in post test with the progress of value is 16,8. While the result of average score of the students who taught SQ3R technique is 51,75 in pre-test and 61 in post test with the progress of value is 9,25. It means that the average score of the students who taught by using jigsaw is higher than SQ3R technique. So it is clearly that the hypothesis H_a in this research is accepted.

Suggestion

Based on the explanation above, the researcher would like to give some suggestions addressed to readers as follows:

5.2.1 In order students' reading comprehension is rising, so it uses jigsaw technique in learning process of reading comprehension.

5.2.2 In order students' reading comprehension is raising, so use jigsaw technique with way making the students enjoying and fun in learning process of reading comprehension with work in pair of random paragraph into good paragraph or text.

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